

CPSE 425: Language Art Instruction/ Disability
Department of Counseling Psychology and Special Education (CPSE)

Course Details

Professor	Instructor Name: Dr. Elizabeth A. Cutrer-Párraga Office Location: 340-R MCKB Office Phone: 801-422-7603 Email: elizabethcutrer@byu.edu
Teacher Assistant (TA)	TA Name: Bethany Barlow Office Location: 340-R MCKB Email: bethanybarlow3@gmail.com
Class meetings	Mondays and Wednesdays 11 am -12:15 pm 185 MCKB
Prerequisites	Fingerprint clearance

Readings

- **Main textbook:** Fundamentals of Literacy Instruction & Assessment (Pre-K-6) by Martha C. Hougen and Susan M. Smartt.
- **Purchase:** ELLCO – K3 edition (optional purchase [here](#))
- **Assigned articles:** Professor will provide them for you.

Course Description

This course provides participants a comprehensive overview of oral language development, language disorders, language and learning, language and thought, language and culture, listening comprehension, and the foundation skills for reading and writing. Students prepare for later studies in specific teaching methods for language arts.

Expected Learning Outcomes

All students are held to these unified expectations across the CPSE department which include:

- **Components of Oral Language:** Describe the components of oral language

- **Process of Oral Language Development:** Describe the process of oral language development
- **Common communication disorders in children:** Describe common communication disorders in children
- **Interplay between culture and language:** Explain the interplay between culture and language
- **Listening Comprehension:** Describe listening comprehension and its effect on learning
- **5 component skills for reading:** Explain the 5 component skills for reading

Note: For more details regarding these learning expectations, click [here](#)

Learning questions

Upon completion of the course, you should be able to answer the following questions:

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Grading Methodology

The following is a grading scale for this course. Please note that ALL grades will be rounded, for instance an 89.50% is calculated as 90% at the end of the semester.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
%	95	91	87	84	81	78	74	71	68	64	61	0

Detailed Grading Methodology: Your achievement in this course will be assessed through completion of the following assignments according to given rubrics.

Assignment Type	Percentage	Total Points
Attendance & Participation	5%	50
Dialogic Reading Video	5%	50
Blog Posts (Reading Write-up)	10%	100
ELLCO	10%	100
Literacy Topics	5%	50
Parent Brochure (Midterm)	20%	200
Journal Article	10%	150
3-D Phonological Awareness Kit	10%	100
Final Literacy Portfolio	20%	200

Total	100%	1000 points
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Late Assignment Policy: It is very important that work be turned in on time or you will find it very difficult to catch up. All work in the course must be completed on time. Any assignments that are late will have points deducted from it (5% taken off for every late day after due date).

Assignments

This is a more in depth approach to describe the assignment categories above:

	Assignment	Method	Due Date	Grading
1	Attendance & Participation	Check policy	Every class	5%
2	Blog Posts (Reading Write-up)/Practicum Logs	Learning Suite	Every Thurs 11:59 pm	10%
3	Dialogic Reading Video	Online	Sept 25	5%
4	3-D Phonological Awareness Kit	In Class	October 9 In class	20%
5	ELLCO	Learning Suite + Digital Dialogue	Oct 30 11:59 pm	10%
6	Literacy Topics	In Class (provide hard copy)	Starting week 5	5%
7	Parent Brochure (midterm)	In Class (hard copy)	Nov 13 9:30 am	10%
8	Journal Article	Learning Suite	Dec 4 11:59 pm	10%
9	Final Literacy Portfolio (final)	Learning Suite	December 17	20%

1 Attendance

About: You are enrolled in a professional school and are continuing the process of your own professional development. Members of the education profession have special responsibilities, as many other people depend on them. Among these responsibilities are meeting all obligations on time and being thoroughly prepared. With this in mind the following attendance policy has been adopted for this course.

- It's expected that you're on time, stay entire time and attend every class session.
- Emergencies and situations may arise during the semester. If this is the case and you must miss class, contact me a minimum of **12 hours PRIOR** to the class session.

- In the event that you must miss class more than once: you should schedule to meet with me in order to understand what you must do to “make up” that absence.
- If you choose not to do so, you will lose **8 points** from your final grade for each absence more than one. Please note that you will forfeit the opportunity to make up an absence if you do not notify me before missing class.
- Missing class without letting me know ahead of time will also result in losing 8 points from your final grade in all situations (even the first and only absence).

Participation

About: Participation in this course is essential. It is the expectation of this course that students are introduced to the material through the readings before coming to class, and that class time is spent actively learning course material. I expect that all students have thoroughly prepared for class by reading the assigned articles, responding to them and reflecting on them, and participating (with a capital P) in class activities and discussion.

- For EACH class please bring either a hard copy of the assigned readings or download to your electronic device before class due to questionable internet access.
- Keep in mind, you are expected to participate professionally throughout class. This means that you are engaged with the lecture or group discussions and not using electronic devices for anything other than note taking or completing in class assignments. In other words, you may use your computers for taking notes during the lecture portion of class. You may also use your computer for in class activities where I invite you to use them.
- At all other times, your computer **should be closed**. Cell phones should not be out during class at any time.

2. Blog Posts (Reading Write-ups)/Practicum Logs

Blog Post: Reflect on the readings, giving yourself the opportunity to read and think deeply about course content. Become a reflective practitioner by learning to think critically about course content. You don't need to use academic language.

- You don't need to formally cite what you read. Instead, reflect on your reading and teaching in whatever ways come naturally to you. Your posts are required to incorporate your ideas and thoughts about the assigned readings.
- Summarize content and connect information within and across readings in 200-300 words, followed by a question that comes to mind.

Practicum Log: When you begin your practicum (approximately week 3) You will also add a **practicum** reflection to your weekly blog. Report on what you did, what you focused on and what you are planning to do in the next week. Think deeply about what went well, what didn't and how the student performed. Be diagnostic as you plan for the next weeks lesson. Synthesize how the readings and information learned in class informed your practicum practice with your student.

3. Dialogic Reading Video

You will submit a video of yourself with your practicum student engaged in dialogic reading. For full credit you must read an appropriate book (must be approved). You must engage in dialogic reading with your student. You must explicitly demonstrate each part of the CROWD strategy as you discuss the book.

4. 3-D Phonological Awareness Kit

You will create a 3-D Phonological Awareness Kit. You will create a kit with letter tiles of each alphabet letter matched to a small object that matches that letter sound. You will have the opportunity to observe samples in class.

5. ELLCO

About: What does emergent literacy look and sound like in classrooms today? You are to spend approximately 4-6 hours in an elementary classroom (K-3) observing and recording literacy practices of children and teachers. You will use the ELLCO Assessment tool as a guide as you observe and write down evidences.

Other questions to consider include:

- a. Is the environment conducive to literacy learning and development?
- b. How is language development promoted? Are there constant interactions and conversations?
- c. Are there developmentally appropriate books? Location? How are students interacting with them?
- d. Are there read-alouds, puppet stories, flannel board stories, fingerplays, rhyming songs/chart, storytelling?
- e. Is there environmental print and an alphabet? Location?
- f. Are there tools to promote literacy (pencils, crayons, paper, etc.)? Location?
- g. How are children engaged in literacy?
- h. How do the teachers promote a literacy rich environment?

You are to present your findings in groups, (click [here](#) for groups) in a PPT or Prezi presentation. You must have the following in your presentation:

- Include at least THREE ‘evidences’ for each item in the ELLCO tool (items 1, 5, 7, 9, 10, 11, 13, 14). If there is no evidence, you must state this and provide at least three examples/suggestions of what this item would look like with an exemplary score (5). Also, for any item with a score of 2 or lower, you must state why you gave it this score. Make sure to include your score for each item.
- Include at least THREE (total) ‘artifacts’ of literacy (photos) with a brief description of each artifact (e.g. word wall, writing center, books—if there are any children in your

photos, please make sure there is a parent release in order to use the photos as a class assignment)

- Include responses to questions above (a-h)
- Include your overall personal reflection (what did you think was appropriate, what would you change/include more of, etc.). Please make sure there is a parent release in order to use the photos as a class assignment. (Click [here](#) for a parent release form)
- Slide indicating how each member of the team contributed
- Submit to Digital Dialogue

6. Current Literacy Topics

About: Increasingly, digital media is changing the way students read. Digital media offers limitless opportunities to teachers, as well. Indeed, the internet alone is a major resource in terms of understanding elements of reading instruction.

Assignment: From Weeks 5-13, two or three students will begin class by either bringing: a “current event” that relates to our course topics, showing a related video, presenting a finger play/game/song for young children for language play related to course content, or critiquing a website related to course content. The purpose of this assignment is to extend our collective knowledge and bring the “outside world” of media, politics, news and entertainment into our course sessions. It is also meant to foster facilitation skills and give experience leading discussions. Ultimately, this assignment is meant to keep our conversations current and applicable to the “real world.”

7. Parent Brochure (Midterm)

About: A parent brochure is a great way to strengthen and maintain teacher-parent relationships and communication. It is also a great resource for parents. In this assignment, you will work with a partner to create a literacy brochure for parents--sharing a few research-based practices related to language and literacy.

In the brochure, you must include the following:

- Information about the importance of language and literacy development of young children.
- At least two graphics.
- At least two language development activities (speaking, listening) parents can do with a young child.
- At least two literacy development activities (reading, writing) parents can do with a young child.
- You should explain each activity in parent-friendly terms, and detail exactly how to engage in the practice.

8. Journal Article Practice Findings

About: Locate TWO peer-reviewed, professional journal articles (at least 5 pages each article) on any topic in early literacy that interests you (the library is a great resource, you

can find articles online at HBL library website). Read the articles and write a THREE-PAGE MINIMUM (not including title page or reference page) review/reflection to include the following

Components:

- Describe the main ideas of the articles (be sure to cite the articles)
- State any ideas or concepts that are new to you from the articles
- What did you learn about the concepts that you didn't know about before?
- How can you use the information in the articles for your future teaching career?
- Personal reflections
- What ideas for practices could you implement in your future class? (List and describe)
- Be sure to use APA format. This includes a title page, reference page, typed, double-spaced, one-inch margins, 12 point appropriate font, running head, page numbers, etc. You do NOT need to provide an Abstract. (Click [here](#) for APA sample)

Possible topics include:

- Oral Language Development
- Phonemic Awareness
- Alphabetic Principle
- Interactive Writing
- Comprehension in Early Literacy
- Vocabulary Development with young children

9. Final Literacy Portfolio (final)

About: This focused observation provides teachers with authentic measures of children's performance as they engage in literacy and language. Through this project you will learn to observe, study, and practice administering assessments and further analyze a child's literacy learning so that you can match your instruction to what the child needs.

1. **Introduction:** This should include your general philosophy of literacy instruction and your thoughts about your role as a special educator and literacy advocate. It is also helpful to provide a brief summary/overview of what will be presented in the multiple case study.
2. **Background Information:** This should include an introduction and description of your student. Please include a few comments about your tutoring sessions.
3. **Tutoring Summary of the Work Completed this Semester:** You want to give the reader an idea of the types of things that you did with your student during your tutoring sessions and the assessments that were completed. Please break down these summaries by topic (i.e., oral reading, comprehension, fluency, etc.) **At some point in your paper, be sure to list the results of all assessments.** I find that organizing this information into a chart makes it easier to read and compare scores. When summarizing your tutoring, consider the assessments and tutoring sessions that you provided and how these assessments informed the work that you were doing with your student.

4. **Recommendations:** Briefly summarize what you learned about your student throughout the year and highlight your students' strengths/weaknesses. Offer recommendations for future instruction. When giving your recommendations, please categorize them using the same categories that were used to describe your tutoring sessions (i.e., oral reading, comprehension, fluency, etc.)
 5. **Conclusion & Reflection:** Please reflect upon your tutoring and assessment experiences. In addition, include any concluding thoughts about your student. Reflections should cover the entire time that was spent with your student.
 6. **Synthesis and Final Remarks:** Please use this section to compare and contrast your work and learning with students from the beginning to the end of the semester. How were they similar, how are they different? Did you use the same strategies? How do you instruct your student differently from the beginning to the end of the semester? Why or why not?
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University Policy

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Grading Expectation

Teacher Candidates need to earn a B- or higher in all education courses in order to receive a Utah Teaching License. Teacher candidates should plan to put the time and effort into this course in order to receive a B- and meet that requirement. All teacher candidates in this course will not receive an A grade. A grades are given for exceptional performance. Meeting all requirements, completed all coursework, and participated in all class activities does not directly translate into an A grade in this course. Teacher candidates who are working toward an A grade, should plan to demonstrate performance that is beyond the stated requirements for the course.

Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university

policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Calendar

Directions: This table is an overview of what our plan is for the year, there might be minor changes throughout the course, but I'll make sure to let you know ahead of time. As for the "in-class" portion, those are things unpacked in class, so don't worry about it. You will need to complete readings before coming to class.

September				
Day	Date	In-class	Readings	Assignments
WEEK 1				
W	9.4	Welcome Introductions What is Language?		
WEEK 2				
M	9.9	Literacy Teaching	Introduction Into Becoming an Effective Literacy Teacher	
W	9.11	Intensifying Instruction	Critical Components of Effective Reading Instruction	Blog 1
WEEK 3 – Literacy Practicum Starts				
M	9.16	Oral Language	Oral Language and Listening Skill Development in Early Childhood, Christie Cavanaugh	
W	9.18	Oral Language	Van der Veen, Van Oers, & Michaels (2017) MODEL2TALK: An intervention to promote productive classroom talk <u>The Reading Teacher</u> 70(6):689- 700 · June 2017 DOI: 10.1002/trtr.1573	Blog 2
WEEK 4				
M	9.23	Oral Language	Oral Language and beginning Reading (Hill, 2009)	
W	9.25	Dialogic Reading	Shared Reading: Intensive	Dialogic Reading

			Reading Instruction for Learners with Developmental Disabilities (Schnorr, 2011)	Video Due Blog 3
WEEK 5 (Literacy Topics Begin)				
M	9.30	Phonological Awareness	Phonological Awareness: A Critical Foundation for Beginning Reading, Stephanie Al Otaiba and Martha Hougen	
W	10.2	Phonemic Awareness	PAST TEST	Blog 4
WEEK 6				
M	10.7	Phonemic Awareness	Using Sound Boxes	
W	10.9	Phonemic Awareness	Introduce TRI PINK Segmenting Words	3-D Phonological Awareness Kits Due Blog 5
WEEK 7				
M	10.14	Phonics Overview	Effective Phonics Instruction	
W	10.16	Phonics	New Insights about Letter Learning (Stahl, 2014)	Blog 6
WEEK 8				
M	10.21	Phonics	Elizabeth L. Kaye and Mary K. Lose, As Easy as ABC? Teaching and Learning About Letters in Early Literacy, <i>The Reading Teacher</i> , 72 , 5, (599-610), (2018).	
W	10.23	Phonics	Gentry A. Earle and Kristin L. Sayeski, Systematic Instruction in Phoneme-Grapheme Correspondence for Students With Reading Disabilities, <i>Intervention in School and Clinic</i> , 52 , 5, (262), (2017)	Blog 7

			TRI PINK: Read, Write and Say Change One Sound	
WEEK 9				
M	10.28	Vocabulary	A comprehensive iterative approach to vocabulary development	
W	10.30	Vocabulary	Graves, Schneider & Ringstaff (2017). Empowering students with word learning strategies: teach a child to fish. <i>The Reading Teacher</i> 71 (5)	ELLCO Due Blog 8
WEEK 10				
M	11.4	Vocabulary	Manyak & Latka (2019) Engaging Vocabulary Units: A Flexible Instructional Model, <i>The Reading Teacher</i>	
W	11.6	TRI	TRI PINK: STRIVE FOR FIVE	Blog 9
WEEK 11				
M	11.11	Fluency	Fluency Instruction	
W	11.13	Fluency	TBD	Parent Brochure due
WEEK 12				
M	11.18	Comprehension	TBD	
W	11.20	Comprehension	TBD	Blog 10
WEEK 13				

M	11.25	Comprehension	Teaching Expository Text Structure to Young At-Risk Learners (Joanna Williams, Kendra Hall, and Kristen D. Lauer)	Blog 11
WEEK 14				
M	12.2	Writing	TBD	
W	12.4	Writing	SRSD	Journal Article Due Blog 12
WEEK 15				
M	12.9	Writing	SRSD	
W	12.11	DIBELS		Blog 13
December 17, 2019	FINAL			